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AUTHOR Sullivan, Joyce L.
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ABSTRACT

A study examined whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span. Subjects, 28 kindergarten students from a New Jersey school, were pretested and then assigned either to an experimental group or to a control group (14 in each group). The experimental sample received the treatment of being read aloud to by their teacher five times per week for approximately 15 minutes each time, whereas the control sample received read-aloud sessions only once a week. In order to determine any effect on their attention span, both groups were also posttested. A questionnaire dealing with reading habits in the home was compiled by the researcher and distributed to the parents of the children involved. Results indicated that the read-aloud treatment to kindergarten children five times per week had a positive effect on their test scores relating to auditory memory and attention span. The results of the questionnaire distributed to the parents of the children showed that reading habits in the home also affected the child in positive ways. (Five tables of data and a figure are included, and 12 pages of a related research review, 3 pages of references, and 8 appendixes--containing developmental profile sheets, auditory memory data, comparative statistics, pretest and posttest information, and parent interview information--are attached.) (JK)

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READING ALOUD TO CHILDREN

AND ITS EFFECT ON THEIR ATTENTION SPAN

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By

Joyce L. Sullivan

Submitted in partial fulfillment of the

Master of Arts Degree in Reading Specialization

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ABSTRACT

This study was conducted to determine whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span.

The children in this study included fourteen kindergarten students for the experimental group and fourteen kindergarten students for the control group. The experimental sample received treatment of being read aloud to by their teacher five times per week for approximately fifteen minutes each time. The control sample was involved in read-aloud sessions only once a week. Both groups were given pre- and post- tests to determine any effect on their attention span. Upon conclusion of this eight week period, the test scores were compared. A questionnaire dealing with reading habits in the home was compiled by the researcher and distributed to the twenty-eight parents of the children involved.

The final results indicated that the read-aloud treatment to kindergarten children five times per week for an eight week period provided favorable results in affecting test scores relating to auditory memory and attention span.

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It is safe to say that the majority of studies completed agree that literature as part of the education process is powerfully important in a child's development. However, the child's overall development and the extent of his learning after initial exposure to stories and literature has yet to be completely determined. Substantial attitude change among preschoolers is effected through the passive listening process, hearing stories read aloud. (Berg-Cross, 1978)

During those important years from birth through kindergarten, parents often question when and how to prepare a child for reading. Several of the suggestions provided by various studies and by teachers include talking and reading to the child, being a model of reading behavior, and encouraging the child's interest in reading. (Grinnel, 1984) Only in recent years has emphasis been placed on the importance of reading aloud to children. Preschool years provide a good opportunity to give a child a foundation in the reading process. Young children are naturally curious about the world and have imaginations ready for experiences in literature. These years are the correct time to share adventures with characters in stories and to hear about people, places, and animals in books. Reading to a young child yields new words for him to hear and experiences that might otherwise not be in his everyday

listening vocabulary. A child's world expands upon viewing the colorful illustrations in some story books. (Kusnetz, 1982)

Recent studies indicate that home story reading by parents creates a "closer" reading situation for parent and child. This "closeness" in turn, can foster better attentiveness in the child to the reading situation. (Brown, Weinberg, Cromer, 1986) Most parents want to help their children in the primary grade years. Thus, teachers are able to utilize parents as a resource to promote better listening ability, encouraging them to read aloud in the home. (Freshour, 1972)

Jim Trelease's Read-Aloud Handbook provides sound evidence on the benefits of reading aloud to children. Trelease says that parents should begin motivating the child giving him "book commercials" in the first years of life, rather than the child being accustomed to television commercials. They should be reading to him and promoting the joys and discoveries inside books. Trelease also cites among the benefits of reading aloud that better listening skills and attentiveness develop. (Hinshelwood, 1985) He goes on to explain how and why reading aloud awakens the child's imagination and opens a new world of enjoyment. Techniques that make reading aloud a wonderful experience for reader and listener are explored. (Trelease, 1982)

In recent years, the emphasis on reading aloud and on reading in general has been researched in greater degree than ever before. Reading aloud to children at home and at school is lately considered a priority rather than an activity attempted only if time allowed at the end of a day. (Willems, 1975) The de-emphasis of television viewing has refocused attention on the importance of reading. (Mc Cormick, 1977) Noting reports stating that too much television viewing by children can have an adverse effect on their attention span, we can safely promote other activities such as reading. Since educators cannot control what takes place in each child's home, we can suggest reading aloud or shared book experiences to the parents to promote success in the reading process. (Brown, Weinberg Cromer, 1986)

It is during the preschool through first grade years that parents can have a positive or negative influence on the progress that their child makes in school. (Freshour, 1972) Reading aloud is also a pleasurable activity for parents as indicated by Mary Hinshelwood's comment: "How could that three-year-old become 29 so quickly, leaving me with only a puppy dog to read to?" (1985)

"Whether at school or at home, reading aloud produces many pluses--increased interest in reading, increased knowledge, a calming down, closeness, warmth, shared

feelings, listening ability, being able to enjoy books and their wonderful words way above one's reading level," Hinshelwood (1985) asserts.

While there appear to be myriad reasons for reading aloud to children, little research evidence exists to support many of the above generalizations and none on the question of whether reading aloud to children at home and at school will have any effect on their listening capacity or attention span.

HYPOTHESIS

To provide evidence on this topic the following study was undertaken. For the specific purposes of the study, it was hypothesized that there would be no significant difference in children's attention spans as a result of being read to at school and at home for extended periods of time as measured by subtests of the Detroit Tests of Learning Aptitude and the Santa Clara Inventory of Developmental Tasks.

PROCEDURE

The children in this experimental study were from two kindergarten classes in Deerfield School, Short Hills, New Jersey. Each class was comprised of fourteen students.

Both groups were administered parts of the Detroit Tests of Learning Aptitude and the Santa Clara Inventory of Developmental Tasks as a pretest in November 1987 and as

a posttest eight weeks later.

A questionnaire was compiled by the researcher and distributed to the twenty-eight parents of the children involved. (Figure 1) The questionnaires were given in late October 1987 and a stamped, addressed envelope was provided for each parent to return the sheet to the school and to allow for anonymity. All twenty-eight parents completed and returned the questionnaire. The results were then placed on a chart.

The experimental sample received treatment of being read aloud to by their teacher five times per week for approximately fifteen minutes each time. The children sat on a carpet in a semi-circle fashion around the teacher to provide a closeness in the read-aloud sessions. Motivation was given prior to the reading; expression and fluency was emphasized as a model by the teacher-reader.

The control group was involved in read-aloud sessions only once a week during this same eight week period. The same reading format applied to this sample as with the experimental sample.

The eight week period began in mid-November 1987 and ended at the beginning of January 1988. The posttests were administered after the eight weeks to both groups. The pretest and posttest scores were examined and recorded on a chart for comparison.

FIGURE I

The following statements deal with reading. Please check the column that represents your response.

	OFTEN	SOMETIMES	SELDOM
1. I read aloud to my child.			
2. Others read to my child.			
3. I read to my child several times per week before he entered school.			
4. I enjoy reading.			
5. I have enough leisure time to read.			
6. My child sees me reading.			
7. I have magazines in my house.			
8. I take my child to the library.			
9. I read poetry aloud to my child.			
10. I read fairy tales aloud to my child.			
11. My child asks me to read to him.			
12. My child looks at books by himself.			

RESULTS

As indicated by the results as shown in Table I of the

TABLE I

Total Group Pretest Results- Mean, Standard Deviation and t-test of Experimental and Control Samples on the Santa Clara Inventory of Developmental Tasks

Sample	M	SD	t	sig.
Experimental	14.17	6.77	3.18	<.01
Control	5.17	1.47		

10 degrees of freedom

Auditory Memory subtests, Santa Clara Inventory of Developmental Tasks, (Appendix C) a difference between the experimental and control sample at the onset of the study was shown. A mean difference of 7 points between the samples is seen. The resultant t is significant and below the .01 level, favoring the experimental sample.

Results on this measure at the conclusion of the study indicated no significant change in the results of the tests of Developmental Tasks. The measure was therefore abandoned as being non-discriminatory for pre- and post- test findings.

Utilizing another form of testing for this study, the pretests of the Detroit Tests of Learning Aptitude (DTLA),

Sentence Imitation and Word Sequences as shown on Table II

TABLE II

Total Group Results- Pretests of Sentence Imitation and Word Sequences from Detroit Tests of Learning Aptitude

Sample	M	SD	t	sig.
Pretest- Sentence Imitation				
Experimental	43.86	12.92	.44	NS
Control	46.00	11.9		
Pretest- Word Sequences				
Experimental	49.00	11.76	.15	NS
Control	48.43	8.53		

26 degrees of freedom

indicate no significant difference between the experimental and control samples at the outset of the study.

The posttest results of the subtest Sentence Imitation show the same disparity as in the pretest mode and no significant difference between the means of the experimental and control samples, as denoted in Table III. However the posttest results of the subtest Word Sequences indicate an 11 point difference. This difference between the mean gains of the experimental and control samples was significant, favoring the experimental sample.

TABLE III

Total Group Results- Posttests of Sentence Imitation and Word Sequences from DLTA-2

Sample	M	SD	t	sig.
Posttest- Sentence Imitation				
Experimental	50.36	11.26	.19	NS
Control	51.14	10.26		
Posttest- Word Sequences				
Experimental	66.71	10.82	3.08	<.01
Control	55.36	8.57		

26 degrees of freedom

Although the subtest Sentence Imitation showed no significant mean gains, the subtest Word Sequences warranted test comparisons as seen in Table IV. The comparisons of the pretests and posttests in Table IV indicate greater mean gains in the experimental sample.

TABLE IV

Total Group Results- Pretest and Posttest of Word Sequences from DTLA-2

Sample	M	SD	t	sig.
Pretest- Word Sequences				
Experimental	49.00	11.76	4.15	<.01
Posttest				
Experimental	66.71	10.82		
Pretest- Word Sequences				
Control	48.43	8.53	2.14	NS
Posttest				
Control	55.36	8.57		

26 degrees of freedom

While both samples show mean gains, the experimental sample notes an almost 18 point gain as opposed to the control sample's 7 points. The experimental sample gain was significant below the .01 level.

The results of the questionnaire distributed to the parents of the children in the sample provided evidence concerning the habits and attitudes of the parents. From the entire twenty-eight parental responses, percentages were tabulated in Table V.

TABLE V

Parent Responses to Questionnaire in Percentages

	OFTEN	SOMETIMES	SELDOM
1. I read aloud to my child.	75%	25%	0%
2. Others read to my child.	57%	36%	7%
3. I read to my child several times per week before he entered school.	79%	21%	0%
4. I enjoy reading.	64%	36%	0%
5. I have enough leisure time to read.	14.3%	71.4%	14.3%
6. My child sees me reading.	29%	46%	25%
7. I have magazines in the house.	79%	14%	7%
8. I take my child to the library.	46%	29%	25%
9. I read poetry aloud to my child.	14%	43%	43%
10. I read fairy tales aloud to my child.	39.3%	46.4%	14.3%
11. My child asks me to read to him.	79%	21%	0%
12. My child looks at books by himself.	71%	29%	0%

Although 75% of the parents surveyed read aloud to their child, the results indicate that only 14.3% of these same parents have leisure time to read themselves. Since it has been noted that a child's interest in reading can be increased by observing his parent in the act of reading, the questionnaire's results show that only 29% of the parent's children actually see them read. It is recorded that 79% of the parents surveyed have magazines in their home, while 46% of them take their child to the library. It is also interesting to note that few parents read poetry and fairy tales to their child, 14% and 39.3% respectively. Lastly, the data indicates that the majority of children ask to be read to and also look at books by themselves.

CONCLUSIONS and IMPLICATIONS

The results of this study allow the conclusion that read-aloud sessions to kindergarten children five times per week for an eight-week period proved favorable in affecting their scores relating to auditory memory and attention span when compared to children who did not receive the treatment. The hypothesis that no significant difference would result was rejected in part in that a significant gain was shown on the test of Word Sequences.

Although the control sample attained a higher total mean percentage in the posttest results, the experimental

sample's mean percentage gain was found to be more significant. Individual and group scores are noted in Appendices D,E, and G.

The questionnaire distributed to the parents of the children in the experimental and control samples would suggest that reading habits in the home affect the child in positive ways. However, since this questionnaire was given to the parents providing anonymity, a correlation could not be developed between the experimental and control samples and their parents' reading habits. A future study of this type of research would allow results pertaining to each sample to be correlated.

The overall findings of this study suggest that reading aloud on a regular basis to children in all grades is beneficial in increasing their listening capabilities. Therefore, it would be desirable for teachers to include reading aloud to their students on a daily basis as an integral part of the curriculum.

RELATED RESEARCH: READING ALOUD TO CHILDREN AND ITS EFFECT ON THEIR ATTENTION SPAN

Twenty years ago, no one seemed concerned whether kindergarten children had long attention spans. Children were not expected to sit and listen for a certain amount of time. No one worried about auditory or visual memory of a child. Times have changed, for better or worse and fostering a better attention span or listening capacity in a young child seems more important than it did two decades ago, (Egerton, 1987).

A recent phenomenon has occurred relating to research on how young children are influenced by books. The extent of the child's development upon listening to stories has yet to be determined. Berg-Cross (1978) found through studies with preschoolers and kindergarten-age children, whose major contact with literature is to have stories read aloud to them, their attitudes and listening capabilities can be effected through the passive listening process.

It has been documented that half of the child's intelligence is developed by age four and two-thirds by age six. Therefore, childhood experiences before entering kindergarten can help determine success in school. To enrich a child's environment, reading to the young child on a regular basis is important. By reading regularly to young children, you provide them with many listening experiences. Reading to a child before he reaches one year old is a good time to start. A nine month old child

enjoys large, colorful picture books. Although a child this age cannot be expected to attend for more than a few minutes, this time will gradually be increased as reading will become more spontaneous. If reading aloud is begun at this young age, often by the age of five, attention can be held for longer periods of time, as found by Willems and Willems, 1975. Lamme (1986) supports the findings that young babies can attend to books being read to them in her study of bookreading behaviors of infants.

The National Institute of Education's Commission on Reading, according to Mc Kinney (1985), asserts that one of the best ways for parents to lay a good educational foundation for a child is to read aloud to him. A child often listens more attentively to stories that interest him. Preschool children enjoy hearing a favorite story read over again. The Commission also suggests that parents discuss the story using thought-provoking questions or in-depth questions requiring children to use their memories.

The importance of exposure to books in the home has been recognized by educators as well as others who work with young children. During these preschool years, Trezise (1975) reports a correlation exists between the parent-child book interaction and the child's reading readiness and eagerness to read books. Mc Cormick (1977) states that research indicates that a child's vocabulary knowledge

and listening comprehension dramatically improve when reading aloud to that child has taken place. She reports from a study conducted by Porter (1970) that the younger child, the more effect reading aloud bears upon the child's development. Durkin (1966) investigated children who read before entering school and in every case the children were read to by their parents. The effectiveness of daily book reading for a three-month period was researched by Fodor (1966) and Burroughs (1972). They both found that the children in the experimental group scored significantly higher than the children in the control group measuring receptive and expressive vocabulary.

Chomsky's study (1972) revealed better listening development of prereaders when children heard books read aloud several times per week. She asserts that prereaders in high linguistic stages heard more books each week and were read to by more people than prereaders at lower linguistic stages. The stages were determined by parental interview responses as to average complexity of books the child encountered during his preschool years, total number of books named by parent as familiar stories told to the child and an interview with the child as to his reaction about being read to.

Listening skills are enhanced when a close relationship exists between a child's capacity to learn and

whether reading aloud was done by parents in the home. Comprehension, mental imagery, and interest to read are fostered when children have been read picture books. This listening capacity grows as the viewer slowly discovers more and more details each time he examines the pictures, according to Cianciolo (1987).

To strengthen a child's listening capacity and desire to read, Brown, Weinberg and Cromer (1986) describe the shared book experience which can prepare them for reading. Findings indicate that home story reading by parents is generally more effective than group story reading in primary school classes. Therefore, some people feel that the setting in which the reading takes place is also important. At school the child is situated some distance from the teacher-reader, yet at home he is able to sit much closer to the parent and book. It has been suggested to have a "home-style" story situation, which enables the child to have a simulated home environment. He would then be "closer" to the reading situation and possibly be more attentive. The "Shared Book Experience" has a tendency to foster listening capabilities because of the steps it entails. In Step I, entitled Whet the Appetite, the name of the book and related activities planned for it would be mentioned a few days before the initial presentation. Step II, Present the Story, has the story read to the group

with lots of expression. In Step III, Read the Story Again, the story can be done with smaller groups as they chorally respond to complete some phrases, actively involving the listeners. Step IV, Implement Multisensory Activities, involves activities correlating with the story. Step V, Expand the Experience, entails having copies available for the children to "read" when they would like to do so.

Freshour (1972) conducted a parent education program dealing with reading readiness activities. During this fifteen week evening program, parents gained knowledge and enthusiasm about reading aloud to their children. He explains that most parents want to help their children during the primary grade years. Preschool years are times when parents can be a positive or negative influence on their children. Schools can utilize parents as a resource, preparing certain guidelines for them in reading at home to their child. Freshour explains that parents can become involved in areas of reading readiness such as vision, speech, social and emotional behavior and listening skills.

A study conducted by Prater (1985) involved families of children enrolled in Kinder-Care Learning Centers from twenty five states in the United States. This study was to determine parental attitudes about reading aloud to preschool children. A random sampling of families was used

in this study and findings showed that 83.4 percent of the working parents with only limited time to spend with their children upon returning home from work, read aloud several times per week or more and 89 percent of these parents spent 15 minutes per session.

One of Millburn Township's Public Schools, Deerfield School in Short Hills, New Jersey, instituted a "Family Read Together Program" in 1986. This program conducted by Lynn Levi, school librarian, asks parents, grandparents or someone in the home to be part of a read aloud program for a three-week period, fifteen minute sessions, five days per week. Each time a book is shared, parts of a colorful "reading bird" found in the child's reading starter kit, are assembled until the bird is complete with its head, body, wings, and feet. Titles and authors of books read are also noted on a Read Together Diary page signed by the parent. At the conclusion of this three-week period, the bird is then displayed in the school hallways. As an additional incentive, a "Make Your Own Ice Cream Sundae" day is planned for the reading participants, sponsored by the school's Parent/Teacher Association. Among the many benefits of this read aloud program are to encourage more reading, encourage language growth, motivation, reading score improvement, a sharing experience and development of a finer listening capability.

Since listening skills are often neglected, fostering attention span can be focused upon. Many activities can be considered beneficial as a parent reads to his child. The parent may ask the child to recall a sequence of events, to follow directions, pay careful attention to certain events in a story, not simply by asking merely factual questions. To increase a child's listening abilities is to unlock his imaginary and mental capabilities. (Freshour, 1972)

The Read-Aloud Handbook by Jim Trelease provides do's and don't's of reading aloud in addition to graded lists of books for read aloud times. Trelease cites among the many benefits of reading aloud that better listening skills and attentiveness may develop upon using reading aloud on a regular basis. (Hinshelwood, 1985) Jim Trelease's formula for "hooking" a child into read-aloud situations is to send him your message when he is still at a very receptive age. He also states that the reader must make the message or reading brief enough in the beginning to whet the child's appetite to make him want to hear it again. Finally, the reading should have enough action in it to hold the child's attention. The initial readings should be short enough to fit their attention spans at that point in time and then you gradually lengthen both. (Trelease, 1982)

Trelease (1982) cites a study by Dorothy Cohen (1968)

where twenty classes of Harlem six year old children were read to for twenty minutes per day for an entire school year. At the end of the year, the children were tested and compared with a control group that had not been read to. The experimental group showed higher scores in vocabulary and listening comprehension.

In Deutsch's study (1963), the child is at a disadvantage when the parent role model is not observed reading in the home. In home situations where reading is neither encouraged or discouraged, the child enters school at a disadvantage. Deutsch found this child to ask fewer questions, use shorter sentences and have a marked shorter attention span than more advantaged classmates. Similar findings by Feitelson and Goldstein (1986) were that kindergarten-age children in schools where children tended to succeed also owned far more books and had parents as a reader/role model than were children in less successful schools.

By building the concept in a young child's mind that books are objects to be enjoyed, the next achievement can be worked on, the child's attention span. A child will not attend to something for a determined amount of time unless there is a concept of what is happening and why. Jerome Kagan (1968) found that attention span for playing with toys and attention span for listening to a book can differ

greatly. The difference between these two types of attention spans in activities is based upon the concept that each child brings to an activity. When a child has little or no experience with books, he would not have a concept of them and the pleasure they can bring. Therefore the child would not be able or willing to attend to a story being read. As Jim Trelease expresses, "No experience means no concept; no concept means no attention span."

According to Pickering (1977), the child must have enough emotional maturity in order for him to have a sufficient attention span in regards to listening to a story or in following directions. He continues to say that a child with adequate emotional maturity will try to listen attentively as opposed to the emotionally immature child turning to another task. Pickering feels that parents can foster better attention span in one way by reading aloud to them.

An attitude existed that reading stories aloud is an activity attempted only if time allowed after other school activities. Hearing stories and literature is an important as any other part of a curriculum. (Mc Cormick, 1977)

Telling stories can also be included regularly in the curriculum. Farrell and Nessel's study (1982) involved the effects of storytelling on the reading curriculum. They found that when the book is placed aside, children

become noticeably more attentive and focused. Ordinarily restless children remain captivated during a story being told. Storytelling forms a bond between listening and reading. It enables the teacher the opportunity to develop listening comprehension. Restless children can also become better listeners according to Teale (1986). Teale believes that if teachers reading to children read with expression, observe and encourage children's responses, then this practice will help promote better listeners. Teale's study included observations of two kindergarten teachers and "how" they read to children. The differences Teale found between the two teachers dealt primarily with the expression used while reading, the types of questions asked before and after the story and how attentive the children appeared to be. The reader's tone and emphasis effects the child's ability to listen to meanings not explicitly stated. Teachers provide good reading models for children to hear and especially do this when they captivate the listener with the proper tone. (Hickerson 1985)

Linda Lamme of the University of Florida videotaped teachers reading aloud to kindergarten and primary grade children and analyzed the results using a Reading Aloud to Children Scale (RACS). The most influential item on the scale was child involvement in the story reading. She

found that children were less attentive with teachers reading aloud while the children were listening passively. In addition to being less attentive, these passive listeners scored lower on the RACS as a whole than when the teachers involved children integrally in the story reading. (Lamme, 1976)

Martinez and Roser (1985) have also found that when a parent or teacher reads the same story several times to children, attentiveness increases as to different aspects of the story than on the initial reading. The advantages to be gained by a repeated reading of a story offers the listener more than just the same story being read over again. Beaver (1982) told how six year old children increased their attention and appreciation of a single story after several readings. In separate studies, Hickman (1980), Martinez (1983) and Putnam (1981) noted changes also in children's responses as stories became more familiar.

Researchers have found that a child's verbal memory and language comprehension skills are correlated. They continue to find that there are developmental differences in auditory and verbal comprehension skills of prereaders that is partly an act of differences in a child's working memory capabilities. Blennerhassett and Daneman (1984) working from two Canadian universities provide a way to

measure working memory directly and furthermore, show how this measure can aid in assessing listening skills of prereaders. Listening comprehension skills were studied when the researchers had preschool children listen to story segments. The children were assessed according to their ability to integrate the story ideas into a coherent portrayal of what they had just heard. The study's measure of working memory of a child was considered a better index of a preschooler's overall listening skills. Listening span was determined by children hearing sets of meaningful sentences and responding with recall of the sentences. A Word Span Test required a child to recall sets of unrelated words. These tests correspond to the Detroit Tests of Learning Aptitude's Sentence Imitation and Word Sequences subtests measuring the "Attention Span" Domain. The Listening Span Test, according to the researchers appeared to be superior to the Word Span Test, as it taxed the storage and processing functions of working memory. Their research showed that the ability to integrate and comprehend what is read is related to a listener's working memory capacity. If listening skills of prereaders can be assessed, the authors suggest that we may then be able to increase their listening capacities.

Through the research conducted, it appears evident that reading aloud to children has many positive effects

in their overall development. Listening skills would be enhanced if reading aloud occurs in the home and in the classroom. Conversely, in a home or classroom where reading aloud is done on only rare occasions, it may be found that listening capacity as well as interest in learning to read may not develop to its fullest extent. The researcher feels that although educational journals have frequently expressed the benefits of reading aloud to children, the media available to the general public in the forms of newspapers, magazines, and television has not covered its importance adequately during the child's developmental years.

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APPENDICES

APPENDIX A

DEVELOPMENTAL PROFILE

Santa Clara Inventory
of
Developmental Tasks

Name _____ Birthdate _____

School _____ Teacher _____ Grade _____

Testing Dates:

C.D.			
L.D.			
A.M.			
A.P.			
V.M.			
V.P.			
V.M.P.			
M.C.			
S.E.			

Scoring:

0 — Almost never
1 — Some of the time
2 — Most of the time

DIRECTIONS FOR THE TEACHER. This is the record form on which each child's performance is recorded. The information for each Testing Date allows the teacher to measure each category up to three times; however, if the child exhibits mastery when first observed, only one date is entered. The abbreviations mean: S.E. — Social-Emotional, M.C. — Motor Coordination, V.M.P. — Visual Motor Performance, V.P. — Visual Perception, A.P. — Auditory Perception, A.M. — Auditory Memory, L.D. — Language Development, C.D. — Conceptual Development. The scoring criteria for each task are listed in the Observation Guide.

| | | |

AUDITORY MEMORY

Task 6-6
Perform Three Commands

Material: None

Procedure: Give the following commands to the child. They may be repeated if necessary. Say, "I am going to ask you to do some things. Listen carefully, wait until I am through talking, then do what I say."

a. "Place your hands on your head, then turn around, then touch the door."
b. "Walk to the chalkboard, look out of the window, then touch your shoes."

Commands may be altered to fit the situation.

Scoring:

0	1	2
Child can perform one command	Child can perform two commands	Child can perform one series of three commands

---

AUDITORY MEMORY

Task 6-7
Repeat A Sentence

Material: None

Procedure: Say, "I am going to read a sentence. Listen carefully and say it right after me. Wait until I am through."

a. Fred had a good time on his trip to the beach.
b. Mary wants to make a dress for her doll.

Scoring:

0	1	2
Child misses both sentences	Child misses one word in sentence	Child has one sentence correct

---

AUDITORY MEMORY

Task 6-8
Repeat a Tapping Sequence

Material: None

Procedure: Teacher claps hands in rhythmic pattern and child repeats pattern.

a. . . .
b. .. . .
c. . .. ..
d. .. .. .

Scoring:

0	1	2
Child has three or more errors	Child has two errors	Child has one error or all correct

---

AUDITORY MEMORY

Task 6-9
Repeat Four Numbers

Material: None

Procedure: Say, "Listen carefully. I'm going to say some numbers and when I'm through you say them right after me." Repeat series one per second. Do both series.

6 - 2 - 9 - 7 8 - 3 - 1 - 6

Scoring:

0	1	2
Child misses two numbers in set	Child misses one number in set	Child has one or both series correct

---

AUDITORY MEMORY

Task 6-10
Recall Story Facts

Material: None

Procedure: Teacher reads the child the following story, then asks the child the questions which follow.

"A boy had a black dog named Rover. The boy was going to give Rover a bone. He could not find Rover. He put the bone in Rover's dish."

Questions:
1. What was Rover? (Dog)
2. What was the boy going to give Rover? (Bone)
3. Where did the boy put the bone? (Dish)
4. What color was Rover? (Black)

Scoring:

0	1	2
Child has two or more errors	Child has one error	Child has all correct

---

AUDITORY MEMORY

Task 6-11
Repeat Five Numbers

Material: None

Procedure: Say, "Listen carefully. I'm going to say some numbers and when I'm finished, you say them right after me." Repeat the series one per second. Do both series.

2 - 7 - 3 - 6 - 8 4 - 1 - 3 - 5 - 8

Scoring:

0	1	2
Child misses two numbers in set	Child misses one number in set	Child has one or both series correct

---

Pre-test 11/87	6-6 Perform 3 Commands		6-7 Repeat a Sentence		6-8 Repeat a Tapping Sequence (3RD Grade)		6-9 Repeat 4 Numbers		6-10 Recall Story Facts		6-11 Repeat 5 Numbers		Santa Clara I.D Auditory Memory	
A.M. Class													36	
1	1	0/2	2	1/2	0	1/4	2	1/2	1	3/4	0	0/2		
2	2	2/2	2	2/2	2	3/4	2	2/2	2	4/4	2	1/2		
3	2	1/2	2	1/2	0	1/4	2	2/2	1	3/4	0	0/2		
4	1	0/2	2	1/2	0	0/4	2	2/2	1	3/4	0	0/2		
5	2	2/2	2	1/2	2	3/4	2	2/2	2	4/4	0	0/2		
6	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	2/2		
7	2	1/2	2	1/2	1	2/4	2	1/2	1	3/4	0	0/2		
8	2	2/2	2	2/2	1	2/4	2	2/2	2	4/4	2	2/2		
9	2	2/2	2	1/2	2	3/4	2	1/2	2	4/4	0	0/2		
10	2	2/2	2	1/2	2	3/4	2	1/2	1	3/4	0	0/2		
11	2	2/2	2	1/2	0	1/4	2	1/2	2	4/4	0	0/2		
12	2	2/2	2	1/2	2	3/4	2	2/2	2	4/4	0	0/2		
13	1	0/2	2	1/2	1	2/4	2	1/2	1	3/4	0	0/2		
14	1	0/2	2	1/2	1	2/4	2	1/2	1	3/4	0	0/2		
P.M. Class														
1	2	1/2	2	1/2	0	1/4	2	2/2	2	4/4	2	2/2		
2	2	2/2	2	1/2	2	3/4	2	1/2	2	4/4	0	0/2		
3	2	2/2	2	2/2	1	2/4	2	2/2	2	4/4	0	0/2		
4	2	2/2	2	2/2	2	3/4	2	2/2	2	4/4	2	1/2		
5	2	2/2	2	1/2	2	3/4	2	1/2	1	3/4	0	0/2		
6	2	2/2	2	2/2	1	2/4	2	1/2	2	4/4	2	1/2		
7	1	0/2	2	1/2	1	2/4	2	2/2	1	3/4	0	0/2		
8	2	2/2	2	1/2	1	2/4	2	1/2	1	3/4	0	0/2		
9	2	2/2	2	2/2	2	3/4	2	2/2	1	3/4	2	2/2		
10	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	2/2		
11	2	2/2	2	2/2	2	3/4	2	1/2	1	3/4	0	0/2		
12	2	1/2	2	1/2	2	3/4	2	2/2	2	4/4	0	0/2		
13	2	1/2	2	2/2	2	4/4	2	2/2	2	4/4	2	1/2		
14	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	0	0/2		

Experimental Group

Control Group

Post-test 1/88	6-6 Perform 3 Commands		6-7 Repeat a Sentence		6-8 Repeat a Tapping Sequence		6-9 Repeat 4 Numbers		6-10 Recall Story Facts		6-11 Repeat 5 Numbers		Santa Clara I.I Auditory Memory
A.M. Class													37
1	2	1/2	2	2/2	1	2/4	2	1/2	1	3/4	0	0/2	
2	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	1/2	
3	2	2/2	2	1/2	1	2/4	2	2/2	2	4/4	2	1/2	
4	1	0/2	2	2/2	1	2/4	2	2/2	1	3/4	0	0/2	
5	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	1/2	
6	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	2/2	
7	2	1/2	2	1/2	2	3/4	2	1/2	2	4/4	0	0/2	
8	2	2/2	2	2/2	2	3/4	2	2/2	2	4/4	2	2/2	
9	2	2/2	2	2/2	2	3/4	2	2/2	2	4/4	2	1/2	
10	2	2/2	2	1/2	2	3/4	2	1/2	2	4/4	0	0/2	
11	2	2/2	2	2/2	1	2/4	2	1/2	2	4/4	0	0/2	
12	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	1/2	
13	1	0/2	2	1/2	2	3/4	2	2/2	2	4/4	0	0/2	
14	2	1/2	2	2/2	1	2/4	2	2/2	1	3/4	0	0/2	
P.M. Class													
1	2	1/2	2	1/2	1	2/4	2	2/2	2	4/4	2	2/2	
2	2	2/2	2	2/2	2	3/4	2	1/2	2	4/4	0	0/2	
3	2	2/2	2	2/2	1	2/4	2	2/2	2	4/4	2	1/2	
4	2	2/2	2	2/2	2	3/4	2	2/2	2	4/4	2	1/2	
5	2	2/2	2	1/2	2	3/4	2	1/2	1	3/4	0	0/2	
6	2	2/2	2	2/2	2	3/4	2	2/2	2	4/4	2	1/2	
7	2	1/2	2	1/2	1	2/4	2	2/2	2	4/4	0	0/2	
8	2	2/2	2	2/2	1	2/4	2	1/2	1	3/4	0	0/2	
9	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	2/2	
10	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	2/2	
11	2	2/2	2	2/2	2	3/4	2	1/2	1	3/4	0	0/2	
12	2	1/2	2	1/2	2	3/4	2	2/2	2	4/4	0	0/2	
13	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	2	1/2	
14	2	2/2	2	2/2	2	4/4	2	2/2	2	4/4	0	0/2	45

Experimental Group

Control Group

Comparison of Group Statistics

APPENDIX E

	Sub-test #6-6	#6-7	#6-8	#6-9	#6-10	#6-11
Experimental Group — Pre-test	Total Points 24/28	28/28	16/28	23/28	21/28	6/28
	# correct 18/28	17/28	30/56	21/28	49/56	5/28
	% correct 64%	61%	54%	75%	88%	18%
Experimental Group — Post-test	Total Points 26/28	28/28	23/28	28/28	25/28	14/28
	# correct 21/28	24/28	41/56	24/28	53/56	9/28
	% correct 75%	86%	73%	86%	95%	32%
Control Group — Pre-test	Total Points 27/28	28/28	22/28	28/28	23/28	12/28
	# correct 23/28	27/28	39/56	23/28	51/56	9/28
	% correct 82%	79%	70%	82%	91%	32%
Control Group — Post-test	Total Points 23/28	28/28	24/28	23/28	25/28	14/28
	# correct 25/28	24/28	42/56	24/28	53/56	10/28
	% correct 89%	86%	75%	86%	95%	36%

Pre-test 11/87	Subtest II. Sentence Imitation	Percentage	Subtest IV. Word Sequences	Percentage	D.T.L.A.
A.M. Class					
1	3/10	30%	5/10	50%	
2	5/11	45%	6/11	55%	
3	4/11	36%	6/11	55%	
4	5/11	45%	5/11	45%	
5	3/10	30%	4/9	44%	
6	13/18	72%	14/19	74%	
7	6/12	50%	4/9	44%	
8	12/18	67%	9/15	60%	
9	6/12	50%	3/8	38%	
10	5/11	45%	2/9	22%	
11	4/11	36%	6/11	55%	
12	5/12	42%	8/16	50%	
13	3/10	30%	5/10	50%	
14	4/11	36%	4/9	44%	
P.M. Class					
1	7/15	47%	5/12	42%	
2	2/7	29%	4/10	40%	
3	6/11	55%	7/12	58%	
4	8/14	57%	7/12	58%	
5	6/12	50%	4/11	36%	
6	7/13	54%	5/10	50%	
7	2/8	25%	4/10	40%	
8	2/7	29%	4/9	44%	
9	6/15	40%	7/15	47%	
10	10/16	63%	11/17	65%	
11	6/12	50%	6/11	55%	
12	5/11	45%	4/9	44%	
13	7/13	54%	6/11	55%	
14	5/11	45%	4/9	44%	

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Experimental Group

Control Group

APPENDIX G

Post-test 1/88	Subtest II. Sentence Imitation	Percentage	Subtest IV. Word Sequences	Percentage	D.T.L.A:
A.M. Class					
1	4/10	40%	7/10	70%	40
2	5/11	45%	8/11	73%	
3	5/11	45%	8/11	73%	
4	6/11	55%	7/11	64%	
5	4/10	40%	6/9	67%	
6	14/18	78%	15/19	79%	
7	6/12	50%	5/9	56%	
8	12/18	67%	11/15	73%	
9	7/12	58%	4/8	50%	
10	5/11	45%	4/9	44%	
11	5/11	45%	7/11	64%	
12	5/12	42%	10/16	63%	
13	4/10	40%	8/10	80%	
14	6/11	55%	7/9	78%	
P.M. Class					
1	8/15	53%	6/12	50%	
2	3/7	43%	4/10	40%	
3	6/11	55%	7/12	58%	
4	8/14	57%	8/12	67%	
5	7/12	58%	5/11	45%	
6	9/13	69%	6/10	60%	
7	3/8	38%	5/10	50%	
8	2/7	29%	5/9	56%	
9	7/15	47%	7/15	47%	
10	10/16	63%	12/17	71%	
11	6/12	50%	7/11	64%	
12	6/11	55%	5/9	56%	
13	7/13	54%	6/11	55%	
14	5/11	45%	5/9	56%	

Experimental Group

Control Group

Parent Responses

APPENDIX H

The following Statements deal with reading. Please check the column that represents your response.

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		OFTEN	SOMETIMES	SELDOM
1. I read aloud to my child.	1.	21	7	0
2. Others read to my child.	2.	16	10	2
3. I read to my child several times per week before he entered school.	3.	22	6	0
4. I enjoy reading.	4.	18	10	0
5. I have enough leisure time to read.	5.	4	20	4
6. My child sees me reading.	6.	8	13	7
7. I have magazines in the house.	7.	22	4	2
8. I take my child to the library.	8.	13	8	7
9. I read poetry aloud to my child.	9.	4	12	12
10. I read fairy tales aloud to my child.	10.	11	13	4
11. My child asks me to read to him.	11.	22	6	0
12. My child looks at books by himself.	12.	20	8	0